



End Points

| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
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| Master practical skills This concept involves developing the skills needed to make high quality products (we have highlighted a range of skills but they may be added to or changed) | | | | | | | | |
| Food | | <ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. <p>Christmas cookies</p> | <ul style="list-style-type: none"> Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients. <p>Salad</p> | <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Greek Dish</p> | <ul style="list-style-type: none"> Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). <p>Pizza</p> | <ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, methods, cooking | <ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, including ingredients, | <ul style="list-style-type: none"> Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Demonstrate a range of baking and cooking techniques. Create and refine recipes, including ingredients, including ingredients, |



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| | | | | | times and temperatures. Design a Mexican Dish | methods, cooking times and temperatures. Design and make Afternoon Tea |
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| Materials | <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). | <ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). | <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Select appropriate joining techniques. | <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). | <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape as the nature of | <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape as the nature of |



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| Textiles | <ul style="list-style-type: none"> • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Produce a moving toy. Design and make a moving camera model. | <ul style="list-style-type: none"> • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Design and make a vehicle. | <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate | <ul style="list-style-type: none"> • Understand the need for a seam allowance. • Join textiles with appropriate stitching. • Select the most appropriate | <ul style="list-style-type: none"> • Select appropriate joining techniques. Make a moving character. | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and | <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and |
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| Electricals and electronics | <ul style="list-style-type: none"> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage) | <ul style="list-style-type: none"> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage) | <ul style="list-style-type: none"> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage) | <ul style="list-style-type: none"> Create series and parallel circuits | <ul style="list-style-type: none"> Create series and parallel circuits Design and make an alarm. | <ul style="list-style-type: none"> Create electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). <p>Electronic moon buggy.</p> | <ul style="list-style-type: none"> Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <p>Y6 keepsake.</p> |
| | | | <ul style="list-style-type: none"> Create series and parallel circuits | <ul style="list-style-type: none"> Create series and parallel circuits Design and make an alarm. | <ul style="list-style-type: none"> Create electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). <p>Electronic moon buggy.</p> | <ul style="list-style-type: none"> Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <p>Y6 keepsake.</p> | |



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| Computing | <ul style="list-style-type: none"> • Model designs using software. | <ul style="list-style-type: none"> • Model designs using software. | <ul style="list-style-type: none"> • Control and monitor models using software designed for this purpose. | <ul style="list-style-type: none"> • Write code to control and monitor models or products. |
| Construction | <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. | <ul style="list-style-type: none"> • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques. | <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). |
| Mechanics | <ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms. <p>Moving Toy</p> | <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). | <ul style="list-style-type: none"> • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears). | <ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. |



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| <p>Design, make, evaluate and improve This concept involves developing the process of design thinking and seeing design as a process.</p> | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>• Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.</p> | <p>• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product designs.</p> | <p>• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. • Use software to design and represent product design. • Use software to design and</p> | <p>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> | <p>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> | <p>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> | <p>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> |
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| <p>Take inspiration from design throughout history This concept involves appreciating the design process that has influenced the products we use in everyday life.</p> | <p>Share their creations, explaining the process they have used.</p> | <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. | <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created. | <p>represent product designs.</p> <ul style="list-style-type: none"> • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Disassemble products to understand how they work. | <p>designs to represent designs.</p> <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. | <ul style="list-style-type: none"> • Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience. |
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